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ABSTRACT

A study was conducted (1) to analyze the Educational Participation Scale (EPS) factor patterns derived from a sample of senior citizens in order to contribute additional reliability and validity data to the instrument; and (2) to look at reasons that have influenced senior citizens to pursue educational activities, specifically the Elderhostel Program. The sample for the study was 160 Elderhostel participants at the University of New Mexico and the College of Santa Fe during the summer of 1981. Most participants had a college degree or postsecondary education. The Educational Participation Scale was administered to this sample, with a 75 percent return rate. Four scales consisting of 31 items were used to rank participants' reasons for enrolling in terms of escape/stimulation, social welfare, social relationships, and cognitive interest. (Items from earlier versions of the instrument pertaining to professional advancement were deleted.) It was found that the Educational Participation Scale yielded factor patterns similar to earlier studies by Boshier and Riddle, and that this form of the EPS would be a useful instrument for adult educators and program planners in planning programs for adults. The results from the study further indicate that cognitive interest was the most powerful motivator of the population, with social relationships the next most powerful motivator. No differences in motivation were found by age and sex. (A list of recommendations and practical tips for conducting programs for elderly persons is given at the end of this paper.) (KC)

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Motivational Orientations of Senior Citizens Participating in the Elderhostel Program

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There is an increasing concern on the part of educators about the demographic shift that has occured during the twentieth century which indicates that there is a dramatic increase in the number of senior citizens in the United States. Huff has reported that a relatively stable birth rate and a higher proportion of people who live longer and remain, for a shorter period of time, in the work force have produced this concern. By the year 2005, when most of the 1940's baby-boom babies will have reached age 60, an estimated 20% of our population will be over 60 and, even more important, this population will be well educated. Among those entering the later years early in this century, only about 10% had completed high school, while over 70% of those entering in the year 2000 will have attained that level and, it is predicted, that nearly 50% will have college education (Huff: 111).

Educators interested in providing programs for this population will need to have a knowledge of the reasons why these people choose to continue their education. The purpose of this study was to analyze the Educational Participation Scale (see appendix 1) factor patterns derived from a sample of senior citizens in order to contribute additional reliability and validity data to the instrument. A secondary purpose of this study was to look at reasons which have influenced senior citizens to pursue educational activities, specifically the Elderhostel Program.

The Educational Participation Scale contains five or six factors which have remained stable over time and space. (Boshier: 1971 , Bova, Haag, Morstain

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& Smart, and Zack). The factors that are derived from this scale have been labeled:

Escape/Stimulation
Social Welfare
Social Relationships
External Expectations
Professional Development
Cognitial Interest

Boshier, the developer of the Educational Participation Scale, has stated that dispite the stability of these factors and their demonstrated utility, educators developing and arranging programs for senior citizens are faced with the fact that some of the items on the Educational Participation Scale are not relevent to the needs and motives of senior citizens, most of who are retired from the work force. The items contained on the Professional Advancement portion of the scale are associated with participation in adult education programs for professional advancement reasons (Boshier : 1978, 165).

At the present time an educator conducting a needs-diagnosis which involves measurement of senior citizens reasons for participation in educational activities is faced with two ways of using the Educational Participation Scale. Boshier points out that: "One strategy would be to keep the E.P.S. intact and use the job-related items. Presumably, older adults who had retired from the work force would respond by indicating that the job-related items had "no influence" on their decision to participate. Alternatively, the programmer could delete the job-related items. This would be a desirable strategy because the presence of irrelevant items lowers the face validity of an instrument. In view of the fact that older adults are often reluctant to complete even a short questionnaire, any increase in face validity is desirable. Furthermore, the questionnaire would be shorter. Unfortunately, the task is not simple because items cannot arbitrarily be dropped from a scale with a known factor structure.

At present, the E.P.S. factor structure is based on analysis of correlation metrices which contain all 48 (old form) or 40 (new form) items. Researchers cannot assume that factor structure will remain constant if job-related items are removed from the scale. The removal of items changes the structure of the matrix. Only a new analysis can determine the extent to which the "old" factors will re-appear in a short form of the scale. The argument will apply to any "tampering" with items. However, because of the widespread interest in the education of older adults there is a pressing need to develop a form of the E.P.S. which has high face validity for participants who have retured from the work force. (Boshier; 1978, 166). Boshier conducted a study in 1978 to create a shorter form of the Educational Participation Scale to be used with senior citizens. He deleted the items which loaded on the professional advancement scale and administered the instrument to 84 adults enrolled in courses designed specifically for senior citizens. He subjected the Educational Participation Scale items to a factor analysis and produced a shorter form suitable for use with senior citizens (Boshier: 1978, 169-170).

The purpose of this study was to utilize the Educational Participation Scale with a different group of senior citizens to see if the factor structure generated was similar to Boshier's and also look at differences between men and women's reasons for participation.

Characteristics of the Sample

The sample for this study was 160 Elderhostel participants at the University of New Mexico and the College of Santa Fe during the summer of 1981. The classes they were enrolled in were the following:

The Opera and Chamber Music Festivals of Santa Fe
Taking the Byte out of Computers
Santa Fe Museums and Galleries
Southwestern Archaeology
The Western Hero: Light Side, Dark Side
Exploring the Lithograph
Mark Twain's Short Fiction
Spanish Adventurers in the Southwest: New Frontiers of Bygone Years

The Elderhostel is an on-campus program for senior citizens who are going somewhere, not necessarily in terms of physical movement and travel, but in the sense of reaching out to new experiences. New Mexico Elderhostel was conducted at the University of New Mexico and the College of Santa Fe, for four one-week periods, two at each institution. A place was set aside for dormitory accommodations and for three mini-courses to be offered during each week-long session. This was an opportunity to become involved in an active, exciting, learning vacation. Edlerhostel is available to persons 60 years of age or older and their spouse. Elderhostelers may choose from three courses each one week in length. The courses do not overlap, and participants may choose to attend one, two, or all three courses. All the courses are non-credit - no exams, no grades, and no required homework. The courses are designed to provide educationally challenging and stimulating learning experiences. Professors have found life experiences to be the essential ingredient that fosters creativity, promotes understanding, generates classroom interaction, and instills the desire to continue to learn.

The ages of the participants in this study ranged from 55 to 82 and they came from all over the United States. Most of the Participants had a high educational level, fewer than 9% had a high school diploma or less with a majority having a college degree or some post-secondary education. In light of the future predi on regarding the educational level of senior citizens, it was decided that a study such as this will aid those planning educational programs for the future. The participants in the Elderhostel are reaching out for educational programs and will be the ones that many program developers and adult educators will be encountering in increasing numbers both now and in the future.

Instrumentation

The Educational Participation Scale that was used in this study was

developed by Boshier (see appendix I) in order to investigate Houle's (1971) conceptualization of motivational orientations. His factor analysis of the 48 item Educational Participation Scale was based on responses from 233 adult education participants at three institutions in New Zealand. After a close examination of Houle's (1971) Inquiring Mind and the highest loaded items from a similar study by Sheffield, the 48 items detailing reasons for participation (e.g., "to get a break from the routine of home and work") were assembled (Houle, 1971; Sheffield, 1973). The respondents were asked to check on a nine-point scale "to what extent did the following reasons influence you to enroll in your adult education class?" Respondents were identified by code numbers and no names were required (Boshier, 1971).

The Educational Participation Scale was administered to 233 randomly selected participants enrolled in continuing education courses at the Wellington High School Evening Institute, the Department of University Extension of Victoria University, and the Wellington Workers Association (W.E.A.O.). Table 1 details the types of courses that the respondents were enrolled in.

Prior to the administration of the Educational Participation Scale (EPS) a six-week test/retest reliability and factoring study of all items was conducted with 20 students from Boshier's "Personality Studies" University Extension class. Test/retest correlation coefficients for each of the 48 items were developed. All correlation coefficients have a critical value significant at the .001 level and are therefore reliable. (Boshier : 1971)

Responses to the 48 items of the EPS were factor analyzed and then rotated to achieve an orthogonal structure. Six factors emerged from which six scales were developed (Boshier, 1971).

Method

Subjects for this study were 160 senior citizens enrolled in the Elderhostel program at the University of New Mexico and the College of Santa Fe.

Table 1

Types of Courses Attended by Educational Participation Scale Respondents

Wellington High School Evening Institute	University Extension
Cooking	New Testament Greek
Home Decorating	Western Philosophy
Car Maintenance	Japanese Language
Grace and Poise	French language
Keep Fit	Spanish Language
Creative Writing	Teaching of English
Cake Decorating	Italian Language
Floral Art	German language
Maori Language	Maori Language
Jamanese Language	Chinese Language
Russian Language	Indonesian Language
German Language	Russian Language
Spanish language	Economics
Drawing and Painting	Music
	Singing
Embroidery	
Tailoring	Geology
Dressmaking	Astronomy
Portraiture	Biology
Millinery	Child Development
	Child Study
Pottery	
Woodwork	Psychology
Upholstery	History of Art
Workers' Educational Association (W.E.A.)	
Painting	Youth Leadership
Symphonies/concerti	Tape-recording
Effective Speech	Cookery
Fiction/feature writing	Safe Boating
Mathematics	Antiques
Law and society	Rapid Reading
History	

Source: Boshier, 1971.

The Educational Participation Scale was distributed during an orientation session and the participants were asked to return it by the end of the week. We received 118 useable questionnaires or approximated by a 75% return rate.

The Educational Participation Scale items were factor analyzed. The resulting factors were analyzed by Catell's Scree test to determine the appropriate number of items to retain for rotation (Catell, 1966). The resulting factors were orthogonally rotated and, based on the obtained factor patterns, scales were developed by assigning an item to the dimension in which it had the highest factor loading. The resulting scales were compared to those developed by Boshier and Riddell and they were found to be very similar. The scales that were developed and a description of them follow.

Escape/Stimulation Escape/Stimulation comprises two related dimensions -- a need to escape from routine, boring or frustrating situations and a desire to find intellectual -- to "stop myself from becoming a vegetable" as one E.P.S. item puts it. Individuals who score high on this dimension tend to view their participation in adult education classes as a relief from everyday boredom and responsibilities, in other words, providing a contrast to their daily routine.

Scale I

Escape/Stimulation

Item Number		Factor Loading
5	To get relief from boredom	.40
9	To overcome the frustrations of day-to-day living	.76
13	To stop myself from becoming a vegetable	.40
16	To keep up with the competition	.64
21	To gain insights into myself and my personal problems	.51
23	To escape television	.59
26	To have a few hours away from responsibility	.60
29	To provide a contrast to the rest of my life	.41
31	To get a break in the routine of home or work	.59

34	To keep up with others	.43
40	To escape an unhappy relationship	.55
41	To provide a contrast	.41
42	To comply with suggestion from someone else	.53
47	To comply with instruction from seomone else	.79

Social Welfare Social Welfare is indicative of an altruistic concern for other people, community betterment, or for mankind generally. Persons who score high on this scale see education as preparing them for service to others or for participation in community affairs. The items reflect a concern for humanity.

Scale II

Social Welfare

Item Number		
2	To share a common interest with a spouse or friend	.40
4	To become a more effective citizen	.53
14	To acquire knowledge that will help with other causes	.45
24	To prepare for service to the community	.58
25	To gain insights into human relationships	.51
32	To improve my ability to serve mankind	.65
44	To make new friends	.64
45	To improve my ability to participate in community work	.70

Social Relationships Social Relationships, which Boshier called Social Contact, reflect a desire to develop or improve one's relationship with other people.

A high score on this scale indicates an individual who needs to make new friends, participate in group activity, and improve their social functioning. (Boshier, 1971)

Scale III

Social Relationships

Item Number		
10	To be accepted by others	.56

15	To fulfill a need for personal associateions and friendships	.47
19	To participate in group activities	.51
28	To become acquainted with congeniel people	.56
35	To improve my social relationships	.64

Cognitive Interest Cognitive Interest is identical to Houle's conception of the learning oriented participant. High scores on this dimension value knowledge for its own sake rather than for instructional purposes. For such people learning is an integral part of living. Morstain and Smart noted that only three items loaded on this factor were most likely due to the very limited number of items in the E.P.S. which were designated to tap this aspect of motivation.

Scale IV

Cognitive Interest

Item Number		
1	To seek knowledge for its own sake	.76
8	To satisy an inquiring mind	.51
12	To supplement a narrow previous education	.40
43	To learn just for the sake of learning	.72

With the professional advancement items deleted this shorten form of the Educational Participation Scale consisted of thirty-one items (See Appendix 2) which factored into four scales. As in Boshier's study these factors probably do not account for all the motives or interests which provoke senior citizens to return to continuing education (Boshier: 1978, 170). It is significant, however, that these four factors accounted for 52.7% of the variance.

The second purpose of the study was to look at the effects of age and sex on the Educational Participation Scale factors. A multivariate analysis of

variance was performed on the data with the four factors as the dependant variables and sex and age as the independant variables. Age was divided into categories, 55 thru 65 and 66 thru 82. This corresponds to the last two phases of the life cycle, the Mellowing and Life Review phases. (Cross: 1981). It was determined from the analysis of the data that age and sex had no significant effect on the scores of the four scales. Means and standard deviations for the four scales Escape/Stimulation, Social Welfare, Social Relationships and Cognitive Interest were derived from the data. Table 2 details this information.

Conclusions and Recommendations

In this study the Educational Participation Scale yielded factor patterns that quite closely resembles those produced by Boshier and Riddell in their study with senior citizens in the Vancouver Adult Education Program. Since the factors produced remained the same over time and space, it would appear that this form of the Educational Participation Scale would be a useful instrument for adult educators who desire more information about their senior citizen students as well as program planner developing programs for older adults.

The Educational Participation Scale can be easily administered by a teacher to a class to help the teacher better understand why students are in attendance. This can be accomplished by summing the responses made to the items on each scale and dividing the total score by the number of items on each scale. All the teacher would need to know was which items were on the particular scales.

The results from this study further indicate that Cognitive Interest was the most powerful motivator of the population exerting "much influence" with Social Relationships exerting moderate influence. This tells us that these students want an intellectual challenge with the opportunity for meaningful

Table 2

Educational Participation Score Means and Standard Deviations for Elderhostel Participants

		Escape/Stimulation	Social Welfare	Social Relationships	Cognitive Inter
Men	M	2.35	3.45	4.00	6.0
	SD	.87	1.17	1.51	1.11
Women	M	2.59	3.69	4.11	6.21
	SD	1.17	1.24	1.60	1.21
Entire Sample	M	2.85	3.50	4.02	6.20
	SD	.98	1.34	1.51	1.26

social relationships. This can be accomplished by arranging social activities early in the program so the participants can get acquainted early. Program planners also must make sure that top instructors are teaching these courses for these students want to be challenged and learn.

Closing Observations

Moving away from the official findings of the study, as an observer of the Elderhostel program, a few personal observations about the study will follow.

----An understanding of the physiological and psychological development of the senior citizen needs to be passed on the instructors in the program. One of the biggest problems that plague older adults is an acute loss of hearing. Instructors need to speak in a clear audible tone if this is not possible microphones should be supplied. Older adults have developed the ability to lip read so don't assume that just because they can hear you they can hear someone behind them. Hull has given us his thirteen commandments for working with senior citizens.

1. Speak at a slightly greater than normal intensity.
2. Speak at normal rate but not too rapidly.
3. Speak to the elderly person at a distance of between three and six feet.
4. Concentrate light on the speaker's face for greater visibility of lip movements, facial expression and gestures.
5. Do not speak to the elderly person unless you are visible to him or her, e.g. not from another room while he or she is reading the newspaper or watching TV.
6. Do not force the elderly person to listen to you when there is a great deal of environmental noise. That type of environment can be difficult for a younger, normally hearing person and even more difficult for the hearing impaired elderly.
7. Never, under any circumstances, speak directly into the person's ear. The listener cannot make use of visual clues, plus the speaker may be causing an already distorted auditory system to further distort the speech signal. In other words, clarity may be depressed as loudness is increased.

8. If the elderly person does not appear to understand what is being said, rephrase the statement rather than simply repeating the misunderstood words. An otherwise frustrating situation can be avoided in that way.

9. Do not over articulate. Over articulation not only distorts the sounds of speech, but the speaker's face, thus making the use of visual clues more difficult.

10. Arrange the room (living room or meeting room) where communication will take place so that no speaker or listener is more than six feet apart and all are completely visible. Using this direct approach, communication for all parties involved will be enhanced.

11. Include the elderly person in all discussions about him or her. Hearing impaired elderly persons sometimes feel quite vulnerable. This approach will aid to alleviate some of those feelings.

12. In meetings or any group activity where there is a speaker presenting information (church meetings, civic organizations, etc.) make it mandatory that the speaker(s) use the public address system. One of the most frequent complaints among elderly persons is that they may enjoy attending meetings of various kinds; but all too often the speaker, for whatever reason, tries to avoid using a microphone. Many elderly persons do not desire to assert themselves by asking a speaker who has just said, "I am sure that you can all hear me if I do not use the microphone" to please use it. Most persons begin to avoid public or organizational meetings if they cannot hear what the speaker is saying. This point cannot be stressed enough.

13. Above all, treat elderly persons as adults. They, if anyone, deserve that respect. (Hull, 427)

-----The only complaints that we received from our evaluations of the Elderhostel by the participants were related to the physical facilities, "The dorm was too cold." "You should have told us to bring sweaters." These people are much more sensitive to the heat and the cold. In situations where air conditioning cannot be controlled tell them to bring sweaters.

-----Part of the enjoyment of the "campus" experience of Elderhostel was the idea that these people, even though it is only for a week, are involved in campus life. Try to engage them in extracurricular activities that involve others on campus as opposed to organizing activities just exclusively for them.

-----The myth needs to be disolved that the older persons cannot learn. We need to actively recruit these students and be able to show them that educational classes can be an enjoyable and nonthreatening experience.

Elderhostel is going ahead full speed. It was offered at 402 institutions in the summer of 1981 and it is projected for 450 in 1982. It's momentum is irreversible and it is evidence to many that the older student is a vital and important part of adult education. As Kaplan has noted:

> "The stereotypical myth that old people are useless, noncreative, sick, sexless, conservative, and senile has not only served the purpose of profit planning in our industries, it has penetrated the universities in the administrative halls as well as the classrooms. The greater tragedy is that the mythology has too often been accepted by the elderly themselves. It is just here that education for them, and sometimes by them, provides the juices of confidence. The fight against ageism must begin first in the minds of the elderly." (Kaplan: 41)

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APPENDIX I

DIRECTIONS

Thinking back to when you enrolled for your course this year, please indicate the extent to which each of the reasons listed below influenced you to participate. Please read each statement carefully and circle one of the numbers (9--very much influence; 7--much influence; 5--moderate influence; 3--little influence; 1 very little influence) opposite each statement.

Here are two examples:

	Reason	Very much Influence	*	Much Influence	*	Moderate Influence	*	Little Influence	*	Very Little Influence
23	To escape television	9	*	7	*	5	*	(3)	*	1
24	To prepare for service to the community	9	*	(7)	*	5	*	3	*	1

-If you feel statement 23 had "little influence" in causing you to enroll in your adult education class, then circle 3 as indicated.

-If you feel statement 24 had "much influence" in causing you to enroll in your adult education class, then circle 7 as indicated.

-If the extent of influence of a reason falls between two categories, you may circle the appropriate asterisk (*). You can circle the asterisk or numbers, just as long as you indicate the extent to which the reason influenced you.

-No reason for enrolling is any more or less desirable than any other reason. Be frank. There are no right or wrong answers.

Reason	Very much Influence	*	Much Influence	*	Moderate Influence	*	Little Influence	*	Very little Influence
1. To seek knowledge for its own sake	9	*	7	*	5	*	3	*	1
2. To share a common interest with my spouse or friend	9	*	7	*	5	*	3	*	1
3. To secure professional advancement	9	*	7	*	5	*	3	*	1
4. To become a more effective citizen	9	*	7	*	5	*	3	*	1
5. To get relief from boredom	9	*	7	*	5	*	3	*	1
6. To carry out the recommendation of some authority	9	*	7	*	5	*	3	*	1
7. To respond to the fact that I am surrounded by people who continue to learn	9	*	7	*	5	*	3	*	1
8. To satisfy an inquiring mind	9	*	7	*	5	*	3	*	1
9. To overcome the frustration of day-to-day living	9	*	7	*	5	*	3	*	1
10. To be accepted by others	9	*	7	*	5	*	3	*	1
11. To give me higher status in my job	9	*	7	*	5	*	3	*	1
12. To supplement a narrow previous education	9	*	7	*	5	*	3	*	1
13. To stop myself from becoming a vegetable	9	*	7	*	5	*	3	*	1
14. To acquire knowledge that will help with other courses	9	*	7	*	5	*	3	*	1

Reason	Very Much Influence	*	Much Influence	*	Moderate Influence	*	Little Influence	*	Very little Influence
5. To fulfill a need for personal associations and friendships	9	*	7	*	5	*	3	*	1
6. To keep up with the competition	9	*	7	*	5	*	3	*	1
7. To meet members of the opposite sex	9	*	7	*	5	*	3	*	1
8. To escape the intellectual narrowness of my occupation	9	*	7	*	5	*	3	*	1
9. To participate in group activity	9	*	7	*	5	*	3	*	1
0. To increase my competence in my job	9	*	7	*	5	*	3	*	1
1. To gain insight into myself and my personal problems	9	*	7	*	5	*	3	*	1
2. To help me earn a degree, diploma or certificate	9	*	7	*	5	*	3	*	1
3. To escape television	9	*	7	*	5	*	3	*	1
4. To prepare for service to the community	9	*	7	*	5	*	3	*	1
5. To gain insight into human relationships	9	*	7	*	5	*	3	*	1
6. To have a few hours away from responsibilities	9	*	7	*	5	*	3	*	1
7. To clarify what I want to be doing five years from now	9	*	7	*	5	*	3	*	1
8. To become acquainted with congenial people	9	*	7	*	5	*	3	*	1

Reason	Very much Influence	*	Much Influence	*	Moderate Influence	*	Little Influence	*	Very little Influence
. To provide a contrast to the rest of my life	9	*	7	*	5	*	3	*	1
. To obtain some immediate practical benefit	9	*	7	*	5	*	3	*	1
. To get a break in the routine of home or work	9	*	7	*	5	*	3	*	1
. To improve my ability to serve mankind	9	*	7	*	5	*	3	*	1
. To comply with my employers policy	9	*	7	*	5	*	3	*	1
. To keep up with others	9	*	7	*	5	*	3	*	1
. To improve my social relationships	9	*	7	*	5	*	3	*	1
. To carry out the expectations of someone with formal authority	9	*	7	*	5	*	3	*	1
. To take part in an activity which is customary in the circle in which I move	9	*	7	*	5	*	3	*	1
. To meet with some formal requirements	9	*	7	*	5	*	3	*	1
. To maintain or improve my social position	9	*	7	*	5	*	3	*	1
. To escape an unhappy relationship	9	*	7	*	5	*	3	*	1
. To provide a contrast to my previous education	9	*	7	*	5	*	3	*	1

Reason	Very much Influence	*	Much Influence	*	Moderate Influence	*	Little Influence	*	Very little Influence
42. To comply with the suggestions of someone else	9	*	7	*	5	*	3	*	1
43. To learn just for the sake of learning	9	*	7	*	5	*	3	*	1
44. To make new friends	9	*	7	*	5	*	3	*	1
45. To improve my ability to participate in community work	9	*	7	*	5	*	3	*	1
46. To comply with the fact fact that people with status and prestige attend adult education classes	9	*	7	*	5	*	3	*	1
47. To comply with instructions from someone else	9	*	7	*	5	*	3	*	1
48. To assist me when I go abroad	9	*	7	*	5	*	3	*	1

APPENDIX II

eason	Very much Influence		Much Influence		Moderate Influence		Little Influence		Very little Influence
1. To seek knowledge for its own sake	9	*	7	*	5	*	3	*	1
2. To share a common interest with my spouse or friend	9	*	7	*	5	*	3	*	1
3. To become a more effective citizen	9	*	7	*	5	*	3	*	1
4. To get relief from boredom	9	*	7	*	5	*	3	*	1
5. To respond to the fact that I am surrounded by people who continue to learn	9	*	7	*	5	*	3	*	1
6. To satisfy an inquiring mind	9	*	7	*	5	*	3	*	1
7. To overcome the frustration of day-to-day living	9	*	7	*	5	*	3	*	1
8. To be accepted by others	9	*	7	*	5	*	3	*	1
9. To stop myself from becoming a vegetable	9	*	7	*	5	*	3	*	1
10. To acquire knowledge that will help with other courses	9	*	7	*	5	*	3	*	1
11. To fulfill a need for personal associations and friendships	9	*	7	*	5	*	3	*	1
12. To meet members of the opposite sex	9	*	7	*	5	*	3	*	1
13. To escape the intellectual narrowness of my occupation	9	*	7	*	5	*	3	*	1
14. To participate in group activity	9	*	7	*	5	*	3	*	1

Reason	Very much Influence		Much Influence		Moderate Influence		Little Influence		Very little Influence
15. To gain insight into myself and my personal problems	9	*	7	*	5	*	3	*	1
16. To help me earn a degree, diploma or certificate	9	*	7	*	5	*	3	*	1
17. To escape television	9	*	7	*	5	*	3	*	1
18. To prepare for service to the community	9	*	7	*	5	*	3	*	1
19. To gain insight into human relationships	9	*	7	*	5	*	3	*	1
20. To have a few hours away from responsibilities	9	*	7	*	5	*	3	*	1
21. To clarify what I want to be doing five years from now	9	*	7	*	5	*	3	*	1
22. To become acquainted with congenial people	9	*	7	*	5	*	3	*	1
23. To provide a contrast to the rest of my life	9	*	7	*	5	*	3	*	1
24. To obtain some immediate practical benefit	9	*	7	*	5	*	3	*	1
25. To get a break in the routine of home or work	9	*	7	*	5	*	3	*	1
26. To improve my ability to serve mankind	9	*	7	*	5	*	3	*	1
27. To keep up with others	9	*	7	*	5	*	3	*	1
28. To improve my social relationships	9	*	7	*	5	*	3	*	1

eason	Very much Influence		Much Influence		Moderate Influence		Little Influence		Very little Influence
9. To take part in an activity which is customary in the circle in which I move	9	*	7	*	5	*	3	*	1
0. To meet with some formal requirements	9	*	7	*	5	*	3	*	1
1. To maintain or improve my social position	9	*	7	*	5	*	3	*	1
2. To escape an unhappy relationship	9	*	7	*	5	*	3	*	1
3. To provide a contrast to my previous education	9	*	7	*	5	*	3	*	1
4. To comply with the suggestions of someone else	9	*	7	*	5	*	3	*	1
5. To learn just for the sake of learning	9	*	7	*	5	*	3	*	1
6. To make new friends	9	*	7	*	5	*	3	*	1
7. To improve my ability to participate in community work	9	*	7	*	5	*	3	*	1
8. To comply with the fact that people with status and prestige attend adult education classes	9	*	7	*	5	*	3	*	1
9. To comply with instructions from someone else	9	*	7	*	5	*	3	*	1